

English Learners Working Group Strategic Questions:

- What is the **current state** of Nevada's system for supporting English learners in ensuring equitable access to educational opportunities that result in college and career readiness?

Summary of ESSA EL Work Group Meeting #1 Input.

Strengths

- WIDA Consortium Membership
 - User friendly for teachers
 - Standards
 - Framework
 - Identification of Students
 - Assessments
- Additional State Funds for English Learners
- English Mastery Council
- Requirement for TESL endorsement
- Increased awareness
- Literacy focus – increased instructional time
- Nevada State Literacy Plan includes PreK through adult research-based strategies for ELs
- ESSA Work Group for EL
- Easy Access to NDE EL Specialists
- Funds for EL Endorsement (Title III)
- Instructional Aides
- Flexibility of Funds

Weaknesses

- Lack of Qualified Teachers
- Ownership of ELs
- Focus on Reading, not Language
- Assessment
 - Dual/Alternate Assessment
 - Exit Criteria not established
- No accountability for reporting EL or Former ELs who don't graduate
- LTELs and engagement into the high school level
- System in place to view long-term data
- Special Education and EL: Over-identification
- Monitoring former ELs unfunded (from 2 yrs to 4 yrs)
- Family Engagement
- Content-specific teachers (e.g. pacing, meeting standards, co-teachers pushing in support vs. content)

Opportunities

- SB 405 Programs/services: Summer school, Pre-K, Tutoring, etc.
- Involvement with Legislature to have influence in how Funding is used under ESSA
- Focus on Sub-sub-groups
- Sharing successful strategies
- Systems “think”
 - Provide more systemic support (e.g. curriculum, assessment, TESL endorsement)
- Add high-quality monitoring to our system
- Family engagement
- Job-embedded PD
- Making teachers aware of strategies for ELs

Threats

- Staffing (especially in remote areas)
- Understanding of language acquisition timeline and needs
- TESOL endorsed staff and administration
- Dealing with multiple languages, interpreters
- Misinformed public
- Continued funding (lack of funding)
- Prioritizing needs (e.g. academic support for language acquisition)
- Not given enough time by legislators to show improvement
- Teachers being “scared away”
- Incentives to attract teachers to schools in need

Questions

- What should be the **ideal state** of Nevada’s system of support for English learners to meet our statewide goals? Use the **weaknesses** and **opportunities** identified above to address this question.
- How does Nevada’s current system align to the state’s goals?

- What additional supports are needed to ensure that Nevada's public schools provide English learners equitable access to educational opportunities that prepare them to achieve college and career readiness?